Rhode Island School of Design / STEAM

Discovery Through Juxtaposition





How do the ways we juxtapose, categorize, and classify objects reveal different meanings, systems of thought, and new perceptions?

Introduction

The way we choose to group and categorize objects can reveal how we process information and create meaning. Prior knowledge, context, memories, and our particular interests all influence the types of information we are each able or not able to see. By looking at the similarities and differences between objects either found in nature or fabricated, we can reveal information that adds nuance and complexity to our understanding and exercises our abilities of perception. Careful study of an object out of its original context can reveal previously unnoticed details of form and function.

In Part One, students will group and regroup natural specimens thematically. In Part Two, they will do the same with works of art. The goal is to help students recognize how information is revealed through the relationships and systems that underlie the natural sciences and the art world. They will articulate their reasons for grouping different works of art together with a written curatorial statement.

To encourage new insights at all levels, consider asking an art teacher and a science teacher to co-facilitate this lesson.

Guiding Questions

- What can you learn about an object by putting it in relationship to something else?
- How can taxonomies or categories be informative? How can they be limiting?
- What is implied by putting objects into systems of classification?
- How do we derive meaning from visual evidence?
- How does an artist organize and reveal information within a work of art?
- What does a work of art tell you about the artist's relationship with the natural world?

Suggested Time

The timeframe can be adjusted depending on the needs of the classroom and the variations you incorporate. At a minimum, 45 minutes should be given to the specimen-sorting activity and another 45 minutes to the art-sorting activity.

Key Words

Taxonomy, discipline, inquiry, system, visual elements, conceptual elements, context, observation



Organic and inorganic objects chosen from multiple biological and geological groups from RISD's Nature Lab.

Note: Having four or five objects from a similar category, such as the butterflies at left, can serve to instigate and challenge the tendency to group objects by traditional evolutionary relationships, and may become a point of insight if participants chose to split them into separate categories.

PART ONE

- 1. Divide students into groups of three to five. Give each group around ten notecards (enough for multiple ideas) and a set of ten or more objects. The objects can and should be a random assortment, such as rocks, leaves, flowers, shells and natural specimens.
- 2. Ask students to group these objects into two or more categories. For example, some students might choose to group by size, color, or the object's original environment. Encourage your students to handle the objects, looking at them from different perspectives. If they turn something upside down, does it change the way they see it? Have each group appoint one student to the role of scribe to write down different categories that are generated and brief notes about why the group chose those categories for that round. Then have the students shuffle and regroup their objects into new categories. This is a good time to have students note any questions that arise while they are looking at the objects.
- **3.** As a class, have students discuss their choices for their groupings. Point out how similar objects from different groups were placed in different categories.

The following set of discussion questions will help reveal how the knowledge and experiences that students bring to the objects directly shapes how they process information.

Sorting

- How did your group approach the process of sorting and categorizing?
- Did you organize objects by visual elements alone? Did you organize by size? Color?
- Did you use sound or weight to categorize?
- Did you first recognize and identify certain commonalities in the specimens?
- Did you create a system of categories first, and then determine where each object fit? Was there a process of elimination? What did you do with the things that did not initially fit into a category?
- Did your group create categories based on evolutionary relatedness? If so, why?

- Did you pick a set of objects with which to frame an organization strategy?
- Did you pick an object as a catalyst and use it to define other objects?
- Did you use a different system than one of these? If so, what was it?

Perceiving

- What did you see that was new or different?
- How important was it to name and identify an object before categorizing it?
- How does the way you categorized the object affect what we think about it?

Further Inquiry

The following questions can be used as writing prompts for a journal entry or essay, and offer an opportunity for formative assessment.

- What kinds of words were used for the different categories? How important was language in helping you see relationships?
- What can we learn about an object by juxtaposing it with something else?
- How does your personal organization inform our knowledge in a way that genetic or evolutionary categorization does not?
- What is the role of context in this exercise? How might doing this exercise in a science lab versus in an art museum affect the way you look at these objects?
- How can taxonomies be informative? How can they be limiting? Is there a right or wrong way to do this?

PART TWO

Students can stay in the same groups that they were in for Part One or be divided into new groups. Each group is given at least six to eight images of works from the RISD Museum collections (a set of 45 is included). Depending on the size of the groups, several copies of each image may be printed and distributed.

- 1. Ask students to observe each image, make connections across their set of images, and consider ways they can organize the set. One student in each group should act as note-taker, recording connections or broad categories that are established as the artworks in the images are discussed by the group. Prompt students to discuss these questions:
- What do you notice about each artwork?
- What is the primary subject?
- What occupies most of the space? What is in the foreground? What is pushed to the background?
- How does the artist organize information?
- What are the similarities among the works? What are the differences?
- What questions arise as you spend time considering the set as a whole?

The following questions can be used as writing prompts for a journal entry or essay, and offer an opportunity for formative assessment.

- What methods has the artist used to communicate the key ideas?
- How does an artist organize information within a work of art?
- What type of relationship with nature does the artist communicate?
- 2. Have students group their images into at least two categories, then ask them to share their reasoning with the class. Students should note of when paintings could fall into two or more differing categories, as these questions can help guide the conversation:
- How did you go about making decisions? For example, did you look for commonalities in the objects and then create a category, or did a specific object serve as a catalyst to understanding other objects?
- How did you use your categories to organize the information you observed in your images?

The following question can be used as a writing prompt for a journal entry or essay, and offers an opportunity for formative assessment.

 What role did your prior knowledge and experience play in developing the categories? **3.** Ask students, working individually or in small groups, to select a key theme that emerged during their discussion and organization, then to use this big idea to curate a hypothetical exhibition.

Students should begin organizing their exhibition by sequencing the chosen works of art in an order that best communicates their big idea. Next, have them write an introductory curatorial statement to explain their exhibition and what the works of art reveal. Finally, ask them to generate a list of questions they would ask visitors who attended their exhibition.

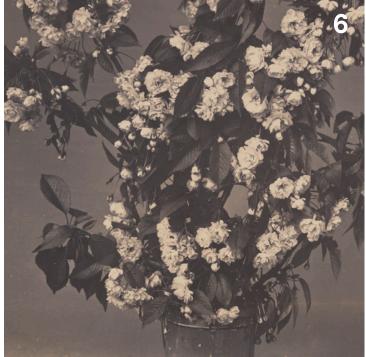
Discovery Through Juxtaposition































PART ONE

 Organic and inorganic objects chosen from multiple biological and geological groups from RISD's Nature Lab

PART TWO

2. Unknown artist. Indian. India

Rigid fan, 19th Century Peacock feathers, mirror, wood stick Height: 50.8 cm (20 inches) Museum Collection 1989.044.8

3. Joe Deal, American, 1947–2010

Newport Beach, California, The Fault Zone, 1981, 1979

Gold-toned gelatin silver print

Image: 28.6 x 28.6 cm (11 1/4 x 11 1/4 inches)

Museum Purchase: Georgianna Sayles Aldrich Fund and Gift of

James D. and Diane D. Burke 2003.76.4

 Shunkei, Japanese, fl. ca. 1800-1820
 Praying mantis and fly on vine, Things creeping under hand. 1820

Polychrome wood block print Sheet: 21.1 x 28.7 cm (8 5/16 x 11 5/16 inches) Gift of Mrs. John D. Rockefeller, Jr. 34.597

5. Childe Hassam, American, 1859-1935

Diamond Cove, Appledore, 1907

Graphite, pastel, and black chalk on wove paper 18.1 x 23.8 cm (7 1/8 x 9 3/8 inches)
Gift of Mrs. Gustav Radeke 21.119

6. Adolphe Braun, French, 1812-1877

Fruit Tree Blossoms, from Fleurs Photographiées series (Photographs of Flowers), ca. 1854

(Pnotographs of Flowers), ca. 1854 Albumen print from glass negative

Plate: 44.5 x 51.1 cm (17 1/2 x 20 1/8 inches)

Mary B. Jackson Fund 1997.20

 Tiffany Glass and Decorating Company, manufacturer, American, active 1892-1932

Louis Comfort Tiffany, designer, American, 1848-1933

Vase, 1902

Glass

Height: 21.6 cm (8 1/2 inches)

Gift of Mrs. Margaret I. Buffington 83.068

8. Attributed to Payag, Indian

Shah Shuja Hunting Nilgai, ca. 1650-1655

Opaque watercolor and gold on paper Height: 39.4 cm (15 1/2 inches) Museum Works of Art Fund 58.068

9. Utagawa Hiroshige, Japanese, 1797-1858

Parrot on Pine Branch (Matsu ni inko), 1840's

Polychrome wood block print Image: 16.4 x 11.1 cm (6 7/16 x 4 3/8 inches) Gift of Mrs. John D. Rockefeller, Jr. 34.043

10. Walker Evans, American, 1903-1975

Jim Dow, printer, American, b. 1942

View of Easton, Pennsylvania, American Photographs II, 1936

Gelatin silver print

Image/sheet: 20.3 x 25.4 cm (8 x 10 inches)

Gift of James Dow 71.043.40

11. Oliver Gagliani, American, 1917–2002

Untitled, 1966

Gelatin silver print

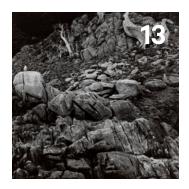
Image/sheet: 19.7 x 19.7 cm (7 3/4 x 7 3/4 inches)

Gift of Leland Rice 2003.152.2

12. Unknown artist, Turkish

Iznik Dish with Floral Design, around 1550-1575

Fritware with polychrome underglaze Height: 6.2 cm (2 7/16 inches) Gift of Miss Theodora Lyman 19.271



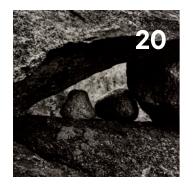




















13. Edward Weston, American, 1886–1958 printer Cole Weston, 1919–2003 Cliff with Seagull, Point Lobos, 1946

Gelatin silver print Museum Works of Art Fund 71.117.5

William H. Bell, American, 1830–1910 Perched Rock, Rocker Creek, Arizona, Explorations and Surveys West of the 100th Meridian, 1872

Albumen print Image: 27.5 x 20.3 cm (10 13/16 x 8 inches) Jesse Metcalf Fund 77.023

Unknown artist, Greek, Attica Miniature Oil Flask (Lekythos), late 5th century BCE

Terracotta, red-figure Anonymous gift 55.049

16. Pieter Withoos, Dutch, 1654-1693

Study of Four Butterflies and a Bumblebee, late 17th Century

Watercolor and gouache over graphite on vellum 30 x 21.9 cm (11 13/16 x 8 5/8 inches)

Frnest and Pearl Nathan Fund 82.025

17. Arnold Print Works, American, 1861–1942

Textile swatch, 1900

Printed silk 12.1 x 19.7 cm (4 3/4 x 7 3/4 inches) Gift of Jacob Ziskind, the Crescent Corporation 49.369.30.5

18. Mary Ann Willson, American, active 1818-1829

Pelican with Young, ca. 1800–1830 Ink and watercolor with stenciling on paper 32.7 x 40.8 cm (12 7/8 x 16 1/16 inches) Jesse Metcalf Fund 44.092

19. Unknown artist, Chinese

Pair of Plates with Scenes from the Gengzhitu, 1662-1722

Porcelain with glaze and enamel Bequest of John M. Crawford, Jr. 1989.110.58.1

20. Aaron Siskind, American, 1903-1991

Martha's Vineyard 114B, 1954

Gelatin silver print Gift of Mr. Robert B. Menschel 77.145.21

21. Edward Lear, English, 1812–1888

Palaeocastritza, Corfu, dated 21 April 1862 Watercolor, pen and ink, and graphite on wove paper 23.5 x 32.1 cm (9 1/4 x 12 5/8 inches) Anonymous Gift 70.118.32

22. Unknown artist, Chinese

Jade Landscape, late 18th century Jade Beguest of John M. Crawford, Jr. 1989.110.43

23. Unknown artist, Portuguese; Spanish, Andalusia

Textile Length, ca. 1800 Silk satin compound weave 76.2 x 53.3 cm (30 x 21 inches) Museum Collection S50.155











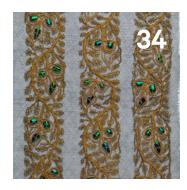












24. Kichizō Tsutaya, publisher, Japanese Keisai Eisen, Japanese, 1790–1848 Owl and maple (Kaede ni mimizuku), 1820's

Polychrome wood block print Image: 22.7 x 17 cm (8 15/16 x 6 11/16 inches) Gift of Mrs. John D. Rockefeller, Jr. 34.511

25. John Warwick Smith, English, 1749–1831

The Villa of Maecenas at Tivoli, 1776–1831 Watercolor over graphite on laid paper with scraping 44.1 x 50.2 cm (17 3/8 x 19 3/4 inches) Anonymous gift 69.154.12

26. Brett Weston, American, 1911-1993

Pond, 1950 Gelatin silver print Gift of Dan Miller 2008.112.5

27. Sadahide, Japanese, 1807–1878 or 1879 Iseya Soemon, publisher, Japanese *Peonies (Botan)*, 1835

Polychrome wood block print Image: 23.2 x 29.4 cm (9 1/8 x 11 9/16 inches) Gift of Mrs. John D. Rockefeller, Jr. 34.317

28. Unknown artist, Italian, Italy; Florence Double-handed drug jar (orciuolo) with oak leaves and leaping hare, ca. 1430–1460

Tin-glazed earthenware 23.5 x 25.4 x 20.3 cm (9 1/4 x 10 x 8 inches) (maximum) Museum Works of Art Fund 43.351

29. Joseph Mallord William Turner, English, 1775–1851 Rainbow: A View on the Rhine from Dunkholder Vinyard, of Ostersprey and Feltzen below Bosnart, ca. 1819

Watercolor applied with brush with scraped highlights 18.7 x 29.2 cm (7 3/8 x 11 1/2 inches)
Anonymous gift 71.153.2

30. Unknown artist, Chinese, China

Double-Necked Vessel, 17th century Porcelain with underglaze blue, glaze and silver Height: 22.2 cm (8 3/4 inches) Bequest of Susan Martin Allien 35.665

Gorham Manufacturing Company, American, Providence, 1831-present

Tureen, 1884

Silver

Height: 17.8 cm (7 inches)
Gift of Mrs. Pierre Brunschwig 81.072ab

32. Attributed to Domenichino, Italian, 1581–1641

Landscape with Bathers, ca. 1600-1630

Oil on canvas

77.2 x 132.7 cm (30 3/8 x 52 1/4 inches) Museum Works of Art Fund 55.107

33. Utagawa Hiroshige, Japanese, 1797-1858 Bonito and radish (Katsuo to daikon), 1830's

Polychrome woodblock print Image: 24.9 x 11.8 cm (9 13/16 x 4 5/8 inches) Gift of Mrs. John D. Rockefeller, Jr. 34.269C

34. Unknown artist, Indian, India

Trim fragment, 19th Century
Cotton net with metallic-wrapped yarn embroidery and beetle wing embellishment
Length: 43.2 cm (17 inches)
Gift of Mrs. Albert H. Miller 41.016























35. Unknown artist, Javanese, Java; Surakarta Court wrapper (dodot), 1890-1910

Cotton, indigo; batik

Length: 320 cm (126 inches)

Bequest of Miss Lucy T. Aldrich 55.473

Utagawa Hiroshige, Japanese, 1797–1858 Kichizō Tsutaya, publisher, Japanese The sea at Satta, Suruga Province, Thirty-six views of Mount Fuji, 1858.4

Polychrome wood block print

Plate: 33.8 x 22.2 cm (13 5/16 x 8 3/4 inches) (Mat size: D)

Gift of Marshall H. Gould 46.293.5

37. Salomon van Ruysdael, Dutch, ca. 1602-1670 The Ferry Boat, 1645

Oil on canvas 97.2 x 144.2 cm (38 1/4 x 56 3/4 inches) Museum Appropriation Fund 33.204

Josef Frank, designer, Austrian, 1885–1967 Svenskt Tenn, manufacturer, Swedish, 1933

La Plata, 1943–1945

Linen; screen print

Length: 223.5 cm (88 inches)

Georgianna Sayles Aldrich Fund 2008.9.1

39. Unknown artist, Japanese

Noh theater costume (karaori), 18th Century

Ikat-dyed silk compound weave with supplementary continuous gold-leaf paper patterning wefts and supplementary discontinuous silk patterning weft floats

Center back length: 144.8 cm (57 inches)

Gift of Miss Lucy T. Aldrich 35.481

40. Shunkei, Japanese, fl. ca. 1800–1820 Snail, caterpillar and insects, Things creeping under hand, 1820

Polychrome wood block print Sheet: 21 x 28.7 cm (8 1/4 x 11 5/16 inches) Gift of Mrs. John D. Rockefeller, Jr. 34.605

41. Possibly Julius T. Boysen, American, 1869-1939

Untitled, ca. 1903 Gelatin silver print

Image/sheet: 99.1 x 73.7 cm (39 x 29 inches) Gift of Mr. F. Steele Blackall III 82.064.4

42. Abraham Hendricksz. van Beyeren Dutch. ca. 1620–1690

Still Life of Fish. ca. 1655

Oil on canvas

 $97.2 \times 84.8 \times 9.5$ cm (38 1/4 x 33 3/8 x 3 3/4 inches) Helen M. Danforth Acquisition Fund and gift of Group 104 64.035

43. Gorham Manufacturing Company, manufacturer, American, Providence, 1831-present

William Christmas Codman, designer, English, 1839–1921 Joseph Edward Straker, silversmith, English, 1843–1912 Franz Ziegler, modeler, German, 1869–1934

Potter and Company, cabinetmaker, American, fl. 1878–1910 Lady's Writing Table and Chair, Lady's writing table and chair, 1903

Ebony, mahogany, boxwood, redwood, thuya wood, ivory, motherof-pearl, silver, mirrored glass, and gilded tooled leather 127 x 127 x 71.1 cm (50 x 50 x 28 inches) Gift of Mr. and Mrs. Frederick B. Thurber 58.095

44. Unknown artist, Japanese

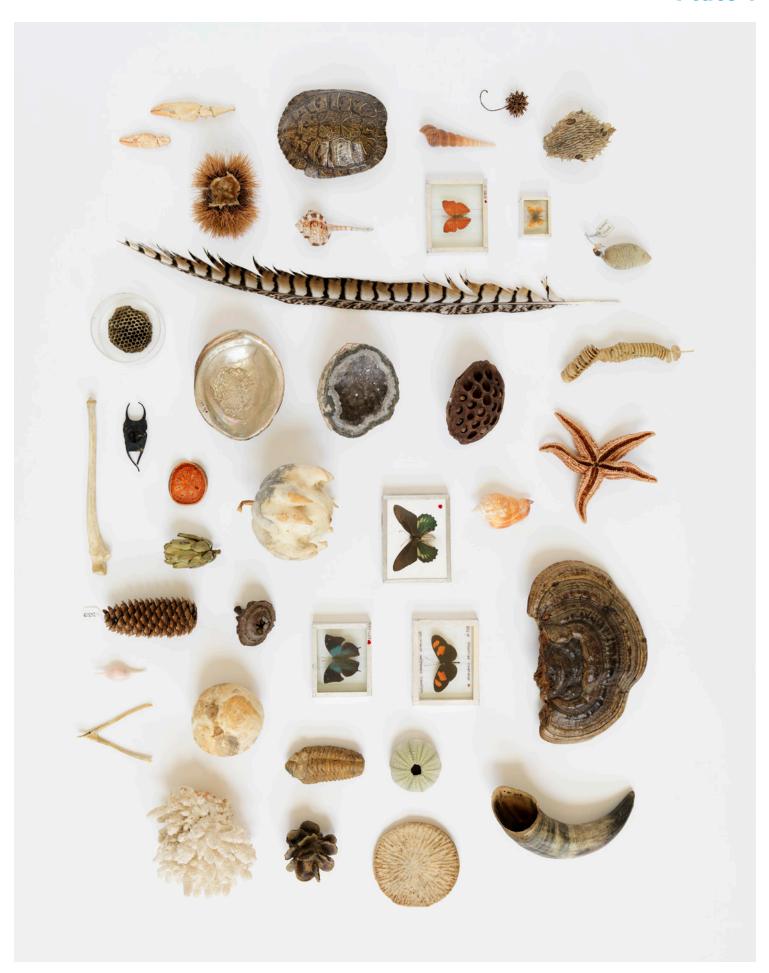
Stencil (katagami), 19th century

Mulberry paper (kozo); persimmon stain, thrust cut (tsukibori), chisel cut (ichimaizuki), punch cut (dogubori) 25.4 x 40.6 cm (10 x 16 inches)
Gift of Mrs. Gustav Radeke 05.111

45. Anna Atkins, English, 1799–1871

Lastroea Foenisecii, ca. 1854

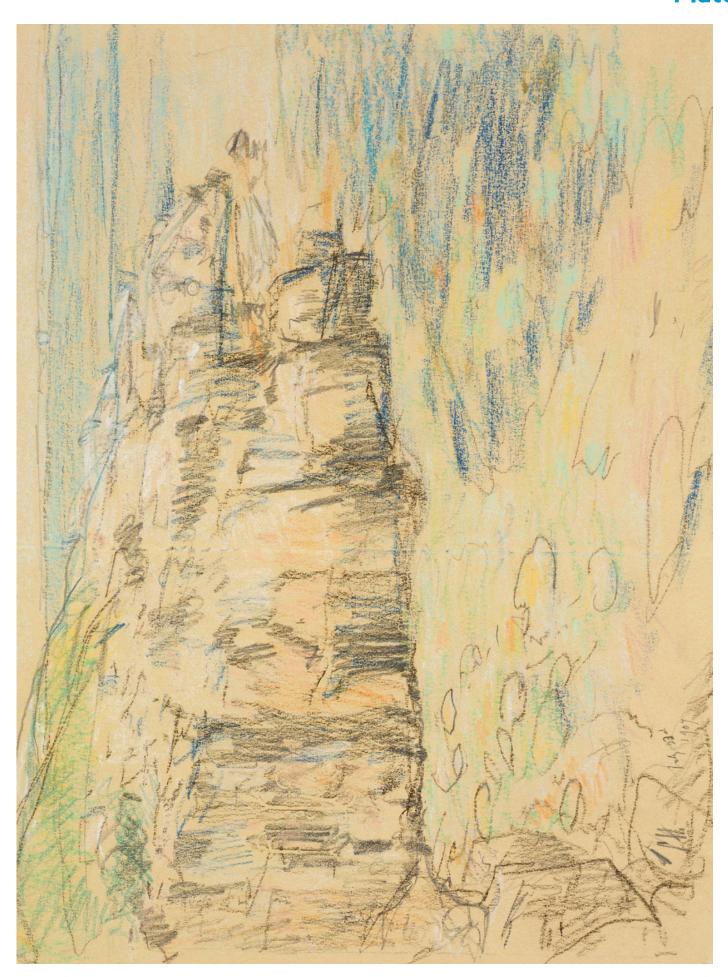
Cyanotype 33.3 x 22.9 cm (13 1/8 x 9 inches) Museum purchase 1986.155















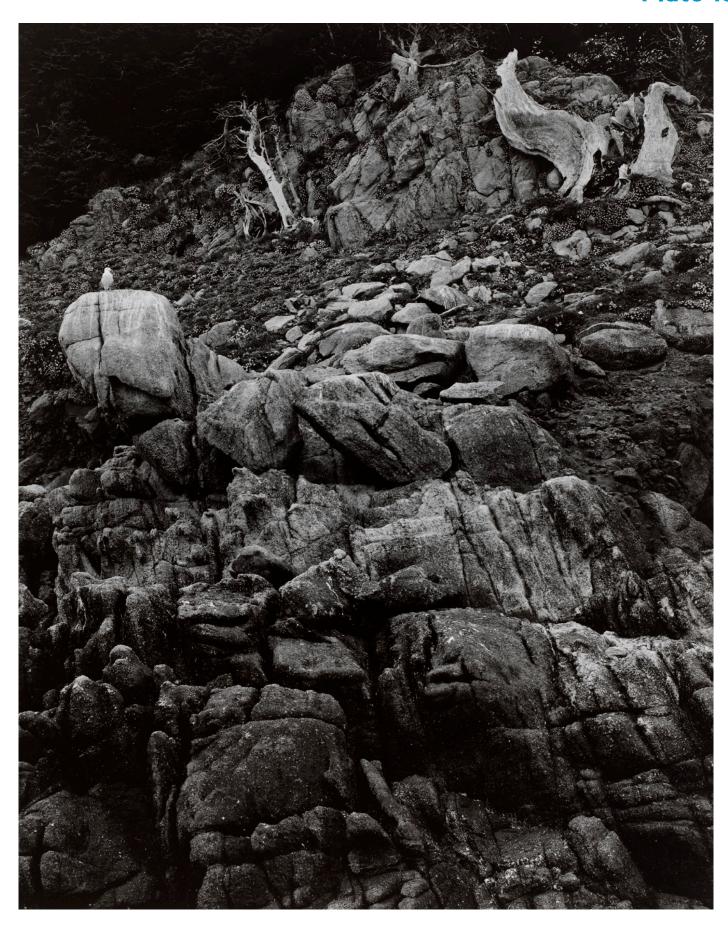














PERCHED ROCK, ROCKER CREEK, ARIZONA.

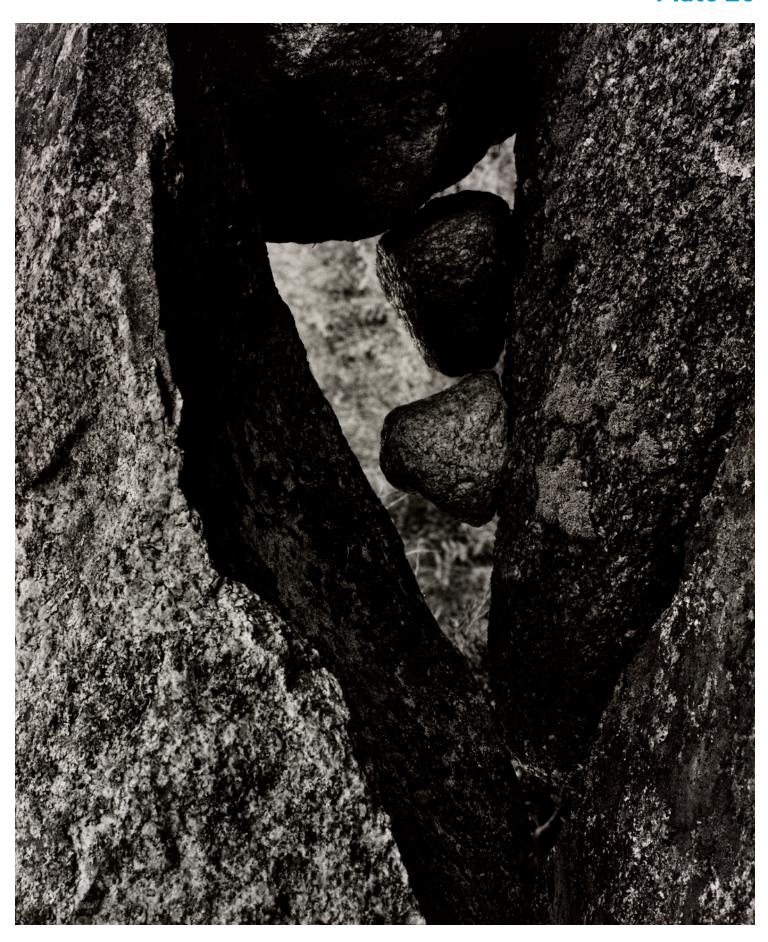












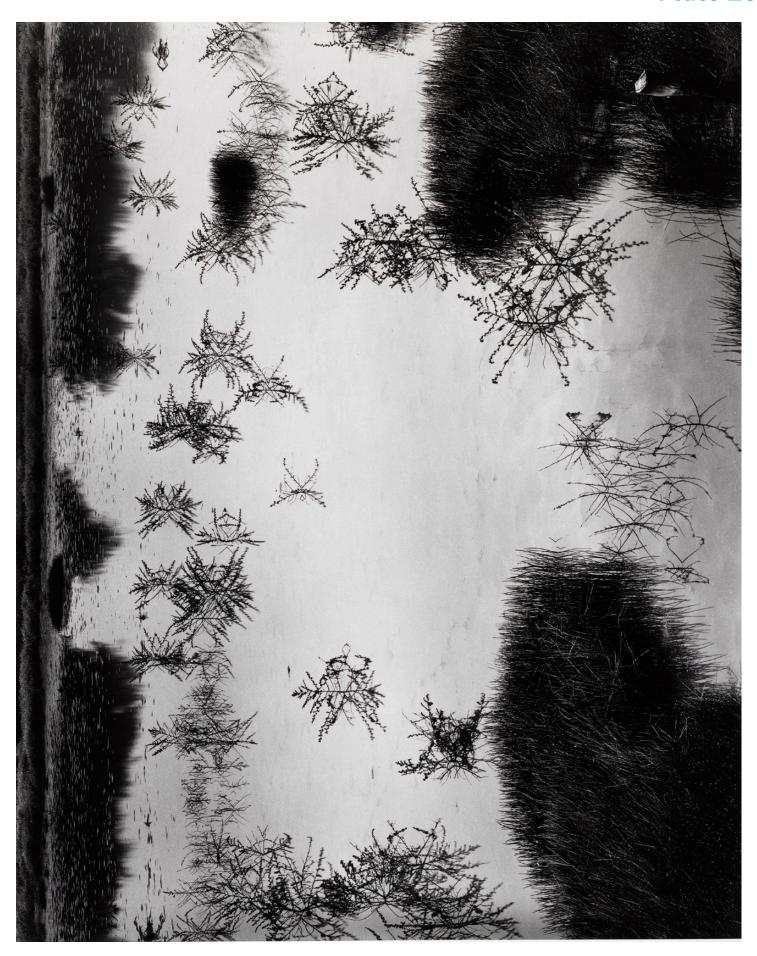






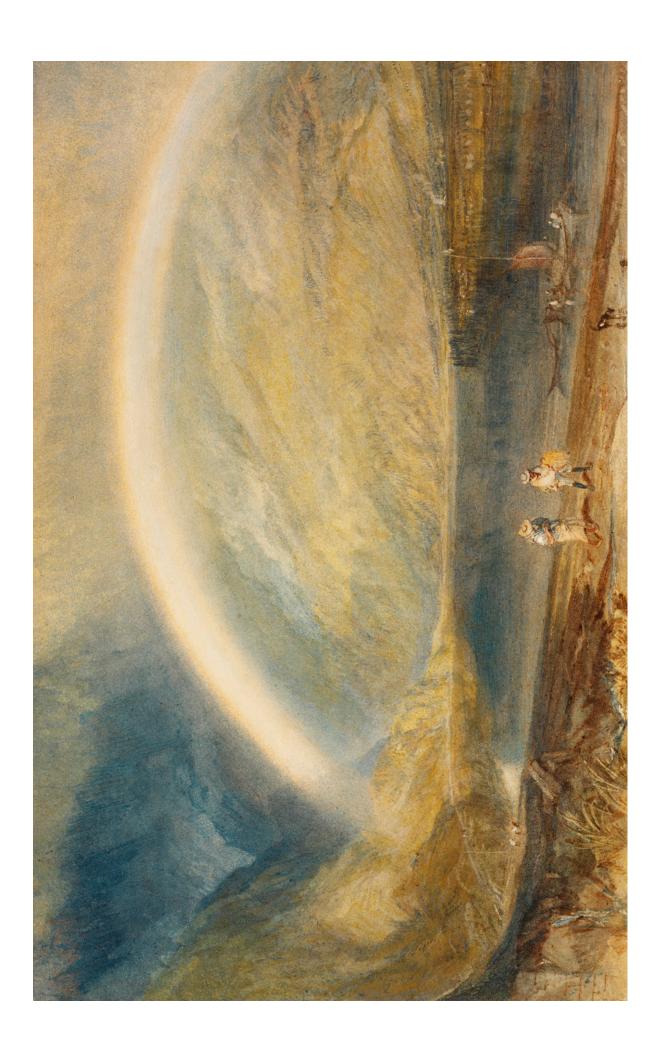






























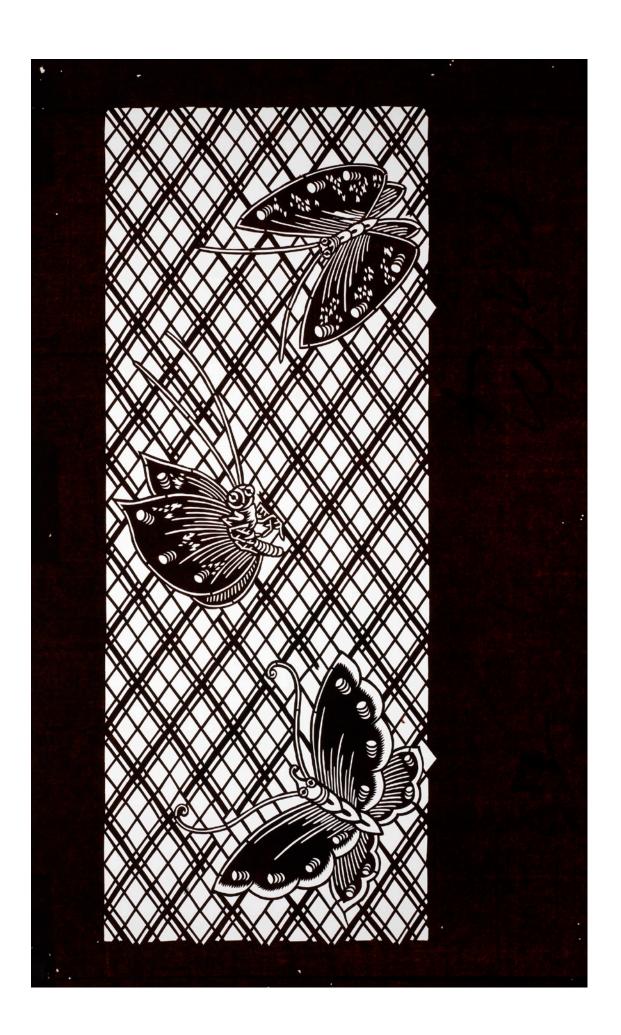














Rhode Island School of Design / STEAM was developed collaboratively with Tracie Costantino, associate dean of faculty; Neal Overstrom, director, Nature Lab; Sarah Ganz Blythe, deputy director of exhibitions, education and programming, RISD Museum; Mariani Lefas-Tetenes, educator for school and teacher programs, RISD Museum; Melita Morales, EPSCoR | STEAM communications and engagement coordinator, Nature Lab; and Rachel Atlas, collections specialist, Nature Lab.

Support for the Nature Lab is provided by the National Science Foundation. RISD Museum educational programming for K-12 schools students and teachers is made possible by Charles and Pamela Meyers, the John Bickford Foundation, the Rhode Island State Council for the Arts, the RISD Museum docents, and the RISD Museum associates.

risdmuseum.org/educators

naturelab.risd.edu